

**Revised Version of January 31, 2001 Monthly Update**



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To: District and County Superintendents  
Attention: Directors of Testing  
Directors of Curriculum  
Directors of Special Education  
Bilingual Coordinators  
SELPA Directors  
Public Information Officers

From: Phil Spears, Director  
Standards and Assessment Division

Subject: **Update on Standards and Assessment--January 2001**

The development and implementation of state assessments for California Public Schools continued in January 2001. Actions by the State Board of Education (SBE) and other assessment-related activities addressed the High School Exit Examination (HSEE), the English Language Development (ELD) Test, and the Standardized Testing and Reporting (STAR) program.

### **High School Exit Examination**

#### **Urgency Legislation Proposed for the High School Exit Examination (HSEE)**

Governor Gray Davis will seek urgency legislation to remove the consequences for the spring 2001 HSEE and set the passing score after the test is administered in 2002 to all tenth graders.

Two questions are driving these decisions: 1) will the test be developed according to the highest professional testing standards, establishing the passing scores based on most complete information about to make fair decisions for all students. They also advised that students must have the opportunity to learn what is being tested.

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### **Consequences for Class of 2004**

The Governor will not propose a change in the requirement for the class of 2004 to pass this test.

### **Test Length and Revised Blueprints for Spring 2001**

**Mathematics.** The original blueprint had 99 multiple-choice items, and AIR planned to have 20 field-test items. The State Board of Education (SBE) approved reducing the blueprint to 80 multiple-choice items and asked AIR to have only 12 field-test items.

The number of Algebra I items was reduced from 26 items to 12 items. This reduction eliminated Algebra I mathematics content standards 16 to 25.3, dealing with quadratic equations and other topics. Arguments for having fewer algebra standards involved providing all students the opportunity to learn and the time necessary to put an instructional system in place that is fully supportive of the standards. This system would include having a sufficient number of qualified mathematics teachers and appropriate instructional materials.

**English-Language Arts.** The original blueprint had 100 multiple-choice items and two written-responses items. In addition, AIR had planned to have 20 multiple-choice field-test items and one field-test written-response item. The SBE approved reducing the blueprint to 82 multiple-choice items and asked AIR to have only 12 multiple-choice field-test items and no field-test written-response items.

The SBE expects that the blueprints will be periodically revisited. State Superintendent of Public Instruction Delaine Eastin also encouraged the SBE to think about including both history-social science and science on the HSEE in the future.

### **Testing Time**

Each part of the test will take up to four hours. Although the two parts of the HSEE are untimed for students, test administration guidelines will suggest time for a break and for providing extended time to those students who need it.

### **Spring 2001 Score Reports -- Valuable Information for Students and Schools**

The California Department of Education (CDE) and the SBE encourage schools to provide this test to all their ninth graders both for diagnostic information and as a pilot to help work out administrative and logistical problems.

CDE staff is working with the testing contractor, technical experts, and a representative sample of district testing coordinators to develop a score report that will optimize the diagnostic information available to all ninth graders taking the test this spring. All operational items (not field-test items) on the spring 2001 administration will be released along with the individual score reports. These reports will provide diagnostic information at the item level for all the released items. The released test items will be posted on the internet.

The spring 2001 test administration will provide an opportunity for local educational agencies to implement test administration activities, including accommodations, testing facilities and scheduling, and security. All test booklets will be returned to the testing contractor because field test items will be embedded in the exam. Field test items must remain secure as they will be used in future administrations.

### **Apportionment**

There will be an apportionment for test administration beginning with spring 2001. The SBE will approve the amount in February 2001. CDE is proposing \$3 per student tested per administration.

## **English Language Development (ELD) Test**

### **Testing Window**

The first administration of the new California English Language Development Test (CELDT) for English Learners (EL) in grades K through 12 will begin this May.

**The testing window** is scheduled for May through October 2001. This testing window was established by the State Board of Education (SBE) and the Superintendent of Public Instruction at the December 7, 2000 SBE meeting. The purpose of the test is threefold:

- The CELDT will be used as the statewide test for newly enrolled students whose Home Language Survey indicates a language other than English as well as for an annual census
- All students identified as EL in Grades K through 12 are required to be tested with the CELDT.
- The CELDT will be used as one criterion for reclassification from EL to Fluent English Proficient.

**May 14, 2001:** Districts will begin to use the CELDT. To ensure appropriate instructional placement, school districts will be able to score a portion of the test prior to sending student test booklets to CTB for scanning, scoring, and reporting. Throughout the school year, these tests will be submitted to CTB for scoring once each month as new students enter.

**May 14 through October 31, 2001:** Districts will conduct an annual census of all EL. All annual census tests are to be sent in for scoring in one batch. The earlier a district's tests are submitted for scoring, the earlier the results will be received by the district.

### **Examiner Requirements**

Prior to the first administration of the CELDT, extensive training opportunities will be made available, beginning in March, with BTTPs and County Offices of Education conducting trainings for lead trainers. It is estimated that 1500 district trainers will receive training in order to train examiners within their own districts. It is highly recommended that the test administrator be a certificated staff member; however, a trained paraprofessional, under the supervision of a certificated individual is permitted to administer the test. Examiners must be proficient English speakers. Translations are not to be used in the administration of the test; therefore, the examiners DO NOT need to be bilingual. Examiners are to be fully trained in the scoring of the listening/speaking and reading/writing components to ensure interrater reliability.

### **ELD Test Development**

Contractor CTB/McGraw-Hill is adapting the Language Assessment Scales (LAS) into the ELD Test and will continue to develop and administer the Test through 2002.

In 2001, CTB will develop 30% new items and conduct the first administration. In 2002, CTB will develop up to 60% new items and will conduct the second administration, and in 2003, CTB will develop and prepare 90% new items but the third administration of the ELD test will be part of a subsequent state contract.

CTB is currently in the process of analyzing the results of the ELD Field Test. SBE and CDE, with CTB, will assemble a panel of experts to determine standard-setting procedures based on this data, including the cut points to be used as a reclassification criterion.

### **Administration/Budget Implications**

The ELD Test materials **will be provided** based upon current EL enrollment and the projected enrollment of new students who will be identified as EL throughout the school year. Districts should project the time required for personnel to administer the CELDT, as they begin planning their 2001-2002 school year budgets. The listening and speaking components require a one- on -one administration. (Allow approximately a maximum of 20 minutes per individual student administration time; 30 minutes scoring time). The stop rules in the listening/speaking portion considerably reduce the administration and scoring time for those students who are at lower levels of English proficiency. In addition, CDE is reviewing administrative issues regarding the logistics of the CELDT in order to meet the needs of the districts with high numbers of EL students.

Schools will be allotted \$1.50 additional funding per student who is assessed with the CELDT. Apportionment forms will be sent to the Districts. Allowable funds for the administration of the ELD Test, and training for the Test examiners, in addition to general funds, include EIA/LEP funds, English Language Acquisition Program funds and English Language and Intensive Literacy Program funds.

The ELD Test Handbook is currently under development by CDE that will answer frequently-asked questions and provide specific guidelines and procedures required by the ELD Test. Please call Fred Dobb or Jeanette Spencer at (916) 657-3011 if you have questions regarding the CELDT

## **Standardized Testing and Reporting**

### **Performance Standards**

The SBE approved five performance standards and four cut points for reporting results of the California English-Language Arts Standards Tests. The approved performance standards are:

- Advanced
- Proficient
- Basic
- Below Basic
- Far Below Basic

Cut points based on the spring 2000 English language arts tests were initially recommended by a performance level setting panel of teachers and administrators and adjusted by the SBE to reflect additional information, including the level of implementation of the standards-based system and test results other than Standardized Testing and Reporting (STAR) results. The SBE is holding three regional public hearings during January and February to receive input on the performance-standards labels, the descriptors for the standards, and the cut scores for the California English-Language Arts

Standards Tests. If the SBE formally adopts the performance standards at its February meeting, school and district summary reports presenting the number and percent of student scores at each performance standard on the spring 2000 California English-Language Arts Standards Test will be produced for district and school use.

### **Expedited Scoring**

After the SBE set the STAR 2000 testing window at 10 days before and 10 days after the day on which schools complete 85% of their instructional year, a number of requests for expedited scoring were received. Attached to this update are the procedures that districts must follow to be considered for expedited scoring. District requests will be honored by Harcourt Educational Measurement on a first-come, first-served basis, and the number of districts for which expedited scoring may be available is limited to no more than 10 districts or 150,000 students during any given week.

(Expedited scoring is not available for districts submitting multiple-choice answer documents for scoring earlier than April 30, 2001). This is due to the time required to match and report the writing test results from March 27 with the multiple-choice results.

### **2001 Administration Video**

The CDE and Harcourt Educational Measurement have prepared a video tape for STAR test site coordinators to use in site-based training sessions. The video is designed to explain the STAR program requirements to teachers, test examiners, and proctors. The video includes information on who is to be tested, tests to be administered, security requirements (including an explanation of the required Security Affidavit), preparing the testing room, and administering the tests. A copy of the video is being provided for each school in the district. The District Coordinator will receive a bulk shipment of videos for distribution to schools. The district's shipment should arrive by February 16, 2001.

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In addition to the actions highlighted above, ongoing preparation activities occurred for the Golden State Examinations, the Assessments in Career Education, Physical Fitness testing, the CHSPE, and the GED test. For questions or further information about standards and assessment, contact the Standards and Assessment Division: phone: (916) 657-3011; fax (916) 657-4964; e-mail: [star@cde.ca.gov](mailto:star@cde.ca.gov); or visit our web site at [www.cde.ca.gov](http://www.cde.ca.gov) and click on Standards and Assessment. Your continued support is greatly appreciated.

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Attachment